Vista del Lago High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Vista del Lago High School
Street	1970 Broadstone Parkway
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2410
Principal	Kimberly Moore
Email Address	kmmoore@fcusd.org
School Website	www.fcusd.org/vdlhs
County-District-School (CDS) Code	34673300113571

2022-23 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2022-23 School Overview

Mission:
Vista del Lago High School is committed to providing a positive and relevant learning environment where every student is prepared for 21st-century College and Career success.

Vision:
Vista del Lago High School is a Professional Learning Community (PLC) dedicated to ensuring that each student gains the knowledge and skills necessary to demonstrate outstanding academic and personal achievement. In partnership with students, parents, and the community, we are dedicated to developing engaged and ethical young adults who approach learning with courage, compassion, and resilience in a diverse and changing global community.

School & Community Profile:
Vista del Lago High School is one of two comprehensive high schools in the city of Folsom. Folsom has grown into an economically advantaged community with a median household income of $119,800 and a younger population with a median age between 35 and 44. According to the 2020 census, the population of Folsom is approximately 80,000 and increasing in diversity with 55.9% of its inhabitants being White, 19.6% Asian, 13.05% Hispanic, 4.15% Black, and 6.15% identifying as two or more races.

The growth and development of the community led to large population growth at Vista del Lago High School, resulting in an overcrowded campus and impacted facilities. The district redrew Vista's boundaries and the population is now stabilizing. While built to support 1600-1700 students, Vista del Lago has a current enrollment of approximately 1750.

The latest information from California Dashboard shows that approximately 5% of our students are at the poverty level; less than 1% of our students are homeless and, we currently have <5 foster youth students; 0.6% of our students are English Learners (EL).

Programs and Goals:
Students at Vista del Lago high school experience a rigorous, but flexible program of study. Due to the 4x4-block schedule, students are able to take up to 8 courses per year which allows them the opportunity to earn 320 units throughout high school, though only 240 units are required for graduation. This allows our students to take a variety of electives, ranging from our

unique and diverse visual and performing arts classes to rigorous AP courses. In addition, struggling students are given numerous opportunities for remediation and extra support in order to prepare for graduation.

Vista del Lago's Advisory program was designed to ensure that students create strong connections with a small cohort of grade-level students and a teacher who will serve as an advisor and caring adult throughout all four years. During Advisory, students gain knowledge and skills through weekly lessons focused on relevant Social Emotional Learning (SEL) and College/Career Readiness topics that cannot be taught during the traditional school day; for example, bullying, digital citizenship, goal setting, four-year academic planning, etc. In addition to these lessons, Advisory teachers regularly check in on their student's academic progress and needs. When students are struggling academically, the Advisory teacher works with the student to develop a plan, which may include communicating with the academic teacher, goal setting to finish missing homework, encouraging retakes, or helping the student sign up for appropriate FlexTime offerings.

Flextime is another unique program that supports student success. In the Fall of 2017, Vista del Lago implemented a new schedule allowing us to provide intervention during the school day. Vista's FlexTime program ensures that every student receives the additional time and support necessary for academic success by providing students with more opportunities for support, enrichment, and other learning opportunities during the school day. Students attend Flextime three days per week for 36 minutes of individualized learning in the form of either intervention or enrichment. Because academic intervention occurs during the school day, students are required, rather than invited, to devote the extra time and utilize the extra support necessary to gain the essential knowledge and skills imperative for content mastery. Students who do not require intervention have the opportunity to participate in enrichment activities, collaborate with teachers on current course work, or access other services provided by staff and community (e.g. club meetings, guest speakers, college information, etc.). Enrichment activities may include yoga, meditation, or athletic activities. It can also serve as a time for some students to simply find a quiet study hall to complete homework or take a brain break.

Our AP and Honors courses are available to any students interested in attempting a higher level of rigor and a faster pace in preparation for college. We also offer remedial courses that align with grade level courses during the same school year for those students who need extra support in math or English.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	414
Grade 10	457
Grade 11	429
Grade 12	485
Total Enrollment	1,785

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.3
Asian	24.7
Black or African American	1.1
Filipino	2.6
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.3
White	55.5
English Learners	0.9
Foster Youth	0.1
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	5.4
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.00	89.18	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	2.09	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown	6.20	8.73	88.40	9.48	18854.30	6.86
Total Teaching Positions	71.70	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.90	92.19	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	1.34	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	1.00	12.70	1.30	11953.10	4.28
Unknown	4.00	5.46	62.20	6.31	15831.90	5.67
Total Teaching Positions	74.70	100.00	985.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	0.40
Misassignments	1.20	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	0.70

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.60
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified held a Public Hearing on August 25, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2022 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016 Apex 2019, 2020	Yes	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012 2019 Oxford University Press, 2012, 2019 Apex 2019, 2020	Yes	0.0%
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 201 Apex 2019, 2020	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020	Yes	0.0%
Foreign Language	Oxford University Press, 2019 EMC, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 200 Apex 2019, 2020	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	Vista del Lago currently has well-equipped chemistry, biology and physics labs with the equipment and materials necessary for NGSS implementation.		

School Facility Conditions and Planned Improvements

Vista del Lago High was originally constructed in 2007 and is comprised of 57 classrooms, a black box theater, two gyms, a dance/wrestling room, a pool, synthetic football, and track field, a fieldhouse, baseball and softball fields, multipurpose room/cafeteria, snack bar with accompanied eating area, library, staff lounge, and computer labs.

Cleaning Process: An assistant principal works closely with a custodial staff of four to ensure that the school is maintained to provide a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: October 27, 2022

Year and month of the most recent FIT report	2022 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		The administration office has damaged floors in the main entrance and hallway. The main Gym ceiling in the hallway is constantly leaking water when it rains. A work order is in. The library floor at the entrance is damaged. The boy's and girls' bathroom doors in building J are very rusty on the outside.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	76	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	56	N/A	48	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	413	399	96.61	3.39	76.19
Female	198	192	96.97	3.03	86.98
Male	215	207	96.28	3.72	66.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	94	93	98.94	1.06	94.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	48	92.31	7.69	64.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	21	19	90.48	9.52	84.21
White	234	227	97.01	2.99	70.93
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	7.14	69.23
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	28	84.85	15.15	32.14

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	413	397	96.13	3.87	55.67
Female	198	191	96.46	3.54	59.69
Male	215	206	95.81	4.19	51.94
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	94	93	98.94	1.06	91.40
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	48	92.31	7.69	31.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	21	18	85.71	14.29	61.11
White	234	226	96.58	3.42	45.58
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	7.14	38.46
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	29	87.88	12.12	17.24

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	58.98	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	849	824	97.06	2.94	58.98
Female	429	416	96.97	3.03	63.46
Male	420	408	97.14	2.86	54.41
American Indian or Alaska Native	--	--	--	--	--
Asian	198	194	97.98	2.02	84.02
Black or African American	--	--	--	--	--
Filipino	16	16	100	0	62.5
Hispanic or Latino	94	90	95.74	4.26	42.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	39	88.64	11.36	69.23
White	485	473	97.53	2.47	50.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	4.17	65.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	50	92.59	7.41	14

2021-22 Career Technical Education Programs

Folsom Cordova Unified School District defines its career pathways following the 12 Elements of High Quality CTE Programs and the requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act). The Career Technical Education (CTE) Programs at Vista del Lago High School prepare students for college and career readiness. The CTE programs are offered in five industry sectors and eight pathways. The industry sectors include Arts, Media & Entertainment, Education, Child Development & Family Services, Engineering & Architecture, Information Technology, and Health Science & Medical Technology. The programs concentrate on the following pathways: Animation, Graphic Design, Film/Video Production, Multimedia Production, Child Development, Engineering Design, Systems Programming, and Biotechnology.

Pathways are supported by two to three course sequences that offer rigorous, hands-on, project-based learning. The courses offer A-G college preparatory status and early college credit through California State University Sacramento, community colleges, and AP exams.

CTE courses include Animation 1, Animation 2, Fine Art Photography 1, Fine Art Photography 2, Introduction to New Media, Video Production 1, Video Production 2, Video Production 3, Child Development & Guidance, Developmental Psychology of Children, Career with Children, Advanced Careers with Children, Introduction to Engineering Design (Project Lead the Way), Principles of Engineering (Project Lead the Way), AP Computer Science Principles, AP Computer Science A, Programming Algorithms using Python, Medical Biotechnology and Advanced Medical Biotechnology.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios, industry certifications, and other means. Summer work-based learning is available through the District's CTE Summer Preceptorship Program.

There are two Career Technical Student Organizations to support the development of student leadership, professional skills, service learning, and work based learning. These include HOSA (Future Health Professionals) and SkillsUSA.

The CTE Advisory boards for each industry sector meet at least once a year and are comprised of stakeholders, business partners, college representatives, and students.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	909
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.05
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	77.10

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	95%	96%	95%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Vista encourages active parent and community involvement. Vista del Lago has a very active Parent Teacher Student Organization (PTSO), as well as drama, music, guitar, and athletic booster clubs that contribute significant resources to support student needs. Parents are a vital part of our School Site Council and have collaborated with us on our upcoming WASC self-study this year.

Communication with Vista families occurs regularly through a weekly Friday email blast, a weekly update from the principal posted on our webpage, and regular posts on Vista's Facebook, Instagram page, and Twitter feed. We also use Blackboard Connect for daily attendance notifications and special announcements, communicating directly to families through email, text, and/or telephone. Teachers communicate regularly with parents through emails, telephone, and updated teacher webpages. Families of incoming freshmen attended our yearly Freshmen Orientation in February and all families have the opportunity to meet our teachers during our fall and spring Back to School Nights.

Parents or community members who wish to participate in school initiatives, serve on committees, participate in activities, or volunteer on campus may visit our volunteer webpage on our school website or contact our school volunteer coordinator at (916) 294-2410 ext. 410138.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.2	0.2		2.7	2.9		8.9	7.8
Graduation Rate		97.8	98.7		91.1	92.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	473	467	98.7
Female	255	253	99.2
Male	218	214	98.2
American Indian or Alaska Native	--	--	--
Asian	107	106	99.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	47	46	97.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	25	25	100.0
White	277	273	98.6
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	50	50	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	34	28	82.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1813	1797	224	12.5
Female	906	895	120	13.4
Male	907	902	104	11.5
American Indian or Alaska Native	5	5	0	0.0
Asian	449	443	23	5.2
Black or African American	20	20	1	5.0
Filipino	46	46	1	2.2
Hispanic or Latino	187	186	44	23.7
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	98	93	12	12.9
White	1002	998	142	14.2
English Learners	21	21	5	23.8
Foster Youth	3	3	3	100.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	106	105	29	27.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	158	157	43	27.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.69	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.88	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.00
Female	1.10	0.00
Male	2.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.89	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.04	0.00
White	2.10	0.00
English Learners	9.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.96	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Vista del Lago High. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. There were thirty-six (36) student accidents reported for the 2021-2022 school year.

The School Site Safety plan was reviewed and updated on September 14, 2022, by the School Site Committee and again reviewed and updated by the School Site Safety Team on December 1st, 2022. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills, as well as lock-down drills, are conducted on a regular basis during the school year. Students are supervised before and after school and during lunch and passing periods by classified staff/administration. We have three campus monitors assigned to our campus. There is a designated area for student drop off and pick up. All visitors are required to register at the reception desk of the administration office. In accordance with the district's "closed campus" regulation, classroom visitations are allowed by appointment only.

Date of Last Review/Update: December 1st, 2022
Date Last Reviewed with Staff: December 2nd, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	12	21
Mathematics	29	7	14	19
Science	33		10	15
Social Science	33	2	6	17

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	4	10	26
Mathematics	29	10	5	24
Science	34		5	18
Social Science	32	2	6	18

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	12	21
Mathematics	28	10	7	20
Science	33	1	10	15
Social Science	33		8	18

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	540.91

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,597	$909	$5,688	$83,193
District	N/A	N/A	$7,825.21	$80,585
Percent Difference - School Site and District	N/A	N/A	-31.6	3.2
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-14.8	-6.0

2021-22 Types of Services Funded

In addition to general state funding, Vista del Lago receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,116	$54,370
Mid-Range Teacher Salary	$72,125	$82,681
Highest Teacher Salary	$98,654	$106,610
Average Principal Salary (Elementary)	$133,273	$135,283
Average Principal Salary (Middle)	$136,712	$141,244
Average Principal Salary (High)	$147,263	$152,955
Superintendent Salary	$252,138	$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	26.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	8
Science	4
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

Folsom Cordova Unified School District has provided up to four professional development days for certificated staff for the current year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site-level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

Vista del Lago began working with a Solution Tree consultant in the 2021-2022 school year to provide professional development and coaching for our PLC teams. Our work with this consultant continued for the 2022-2023 school year and teams will have an additional half or full day of professional learning opportunities available during the school year.

Vista del Lago is committed to supporting students in their social and personal development, as well as academics. Our counseling and administrative staff, Attendance & Engagement team and our Positive Behavioral Intervention and Supports (PBIS) team give special attention to students who experience achievement barriers, who have difficulty coping with personal and family issues, experience trouble with decision-making, and/or handling peer pressure.

The counselor to pupil ratio is currently 1:600. Vista del Lago High also has two Mental Health Specialists (MHSs).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2